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the case at any period in the past, has both the opportunity and the incentive to assert itself. The first of these forces renders men dissatisfied with the old conditions, and furnishes the spur which impels them to seek or create means to improve their circumstances. The second force draws men together for mutual assistance and puts them in harmonious coöperation. Division of employment takes place and individual tastes and aptitudes are developed. As a result, labor-economizing appliances are continually being devised, and the task of each person is gradually lightened, while the aggregate product or wealth of all and the proportionate share of each are steadily and rapidly increased. Ethnological and political influences also operate in this direction, though, perhaps, with less potency and persistency than the social and economic forces. Racial vigor tells in the struggle for national development, and that country grows most rapidly and symmetrically in which Government interferes least with the legitimate activities of the people. These conditions are more fully and fairly met in the United States and Great Britain than in any other nations, and in these countries the growth in population and wealth is greatest.

The resultant of the operation of these forces finds its natural and inevitable expression in the creation of cities. Thus in cities, while labor for each individual is simplified and lightened, its rewards are largely increased and the conveniences and comforts of life are multiplied.

How long will this drain of population from the thinly to the thickly settled communities continue? Perhaps reason may suggest an answer to this query. The basis of all wealth is agriculture, and the highest material and moral advancement of a people is dependent on the harmonious development of their agricultural, manufacturing, and commercial interests. The free interchange of commodities between the nations, which is likely to come in the not remote future, may lessen the rigidity of this requirement, so far as concerns the leading nations, but it cannot safely be disregarded altogether. A time must come under existing tendencies when farm articles will command, with respect to other commodities, a price sufficiently high to render their production more profitable than at present. Then the drift from farm to factory and mercantile house will slowly subside, and a general readjustment of employments and interests will gradually be brought about.

CHARLES M. HARVEY.

THE NEW YORK TRADE SCHOOLS.*

THE charge has often been made that the higher education given in the public schools unfits young men for manual labor, that the public school graduate, to use a common expression, is "lost to the trades." The advocates of a high standard of public education have not been able to contradict this charge. They have seen that the youths who entered the trades usually left school at fourteen or fifteen years of age, and they have also seen that the young men who have had the benefit of a liberal education looked for clerkships or employment in what are known as genteel callings, where perhaps the pay was low and the chances of promotion small,

* Mr. J. Pierpont Morgan has recently given \$500,000 to the endowment of these schools.—ED.

instead of endeavoring to unite skill of hand with a well trained mind, and so avail themselves of the present high wages and the future openings which skilled labor in this country commands. Manual training was grasped at as a solution of the difficulty, and although it has proved of great value in developing observation as well as dexterity, and thereby aiding in ordinary educational work, yet those who entered the ranks of skilled labor continued to leave school at just the age they should be there, and those who graduated did not become mechanics.

If a system of education carried on at the public expense swelled the ranks of the non-producers, and rendered young men unfit to earn a living by the labor of their hands, the result would be a sufficient reason for its condemnation. The reason, however, why a good education and manual labor are regarded as incompatible, is not because the well-educated youth is unwilling to become a mechanic, but because he is not wanted in the workshop, and until recently there has been no way of learning a trade except in a workshop. To learn a trade in a workshop requires a considerable length of time, from four to five years being the customary term. For the first two years of his apprenticeship the youth is expected to make himself useful by doing an errand boy's work and by attending to such odd jobs as may be required of him by his employer, by the foreman, or the journeymen. Then, when he begins to learn his trade, the temptation is strong to keep him at what he can do best, lest he may spoil material and waste the time for which he is paid. Systematic instruction is rarely attempted, and in many workshops, owing to the subdivision of labor, is impossible. It is not surprising that four or five years are considered necessary to learn a trade in this way; it is, on the contrary, remarkable that it can be learned at all. A youth who remained at school until he was eighteen would be too old for the lad's work required of the beginner, and he would be twenty-two years of age before he could earn a man's wages. Shortening the school term is therefore a necessity under this system of trade instruction.

The question might reasonably be asked, Why should so long a time be spent in acquiring a trade; why, if so much time is wasted in work not connected with learning a trade, could not the apprenticeship be made two instead of four or more years? This reduction would enable a youth to get a good education, and yet give him the opportunity during his minority to become a skilled workman. Here the power of organized labor has to be met. The trade-unions say that an apprenticeship must be at least four years long. How that time is passed is a matter of indifference. The policy of the trade-unions, or rather of the foreign-born labor leaders who control them, is not to make good workmen, but to keep our young countrymen out of the trades. To carry out this policy, not only is a narrow limit put upon the number of young men who shall be allowed to learn a trade, but their apprenticeship is made as unprofitable and, consequently, as discouraging as possible.

During the last few years attempts have been made by the unions, and in some cases with the approval of the associations of master-mechanics, to require those young men who are permitted to learn a trade to be indentured, that is, to be bound to serve and obey their masters for a term of years. Such was the custom until the commencement of this century. But the old-time apprentice was practically an adopted son, living with his master, working under his supervision, and associating on equal terms with his children. This patriarchal system is not now possible, as the master no longer

works with his men, and can give very little care to his apprentice ; neither does he want the lad in his home. Respectable parents are seldom willing to surrender the control of their sons, and no spirited lad can rest contented in a position which differs only in name from slavery. He either seeks to have the indenture set aside, or, if he remains, he is likely to attempt to "get even" with his master by loafing or indifference. No surer way can be found of making manual labor appear contemptible than by depriving the youthful mechanic of his liberty.

Eleven years ago the New York Trade Schools were established, to enable young men to learn certain trades, and to give young men already in these trades an opportunity to improve themselves. Trade instruction was then almost unknown in this country, and it was some years later that the report of the Royal Commission on Technical Education gave the first clear idea of what was being done in Europe. This effort to introduce in this country a new system of trade instruction encountered the hostility of the trade-unions. It, however, received the hearty support of many master-mechanics, while the approbation of the newspapers caused the trade schools to become widely known. The attendance, beginning at thirty, soon ran into the hundreds, until now each winter between five and six hundred young men fill the workrooms. At first the attendance was drawn from the workshops where the young men felt they were learning but little, and from that large class of young men who are earning a living at what are known as boy occupations, which have no future for the man. For their accommodation evening instruction was given. Then another class of young men saw the advantages that might be derived from trade-school instruction ; young men who had remained at public or private schools until eighteen or over, and who were supposed to have been educated above working with their hands. These young men, who were too old, or unfitted by their bringing up, for a long apprenticeship with its drudgery and waste of time, were quick to see that not only as skilled workmen could they earn higher pay than can easily be obtained in other callings, but that there were openings for them as master-mechanics more promising than could be found in stores and offices. They wanted more thorough instruction than could be given to the evening classes, and they were able and willing to pay for it. For them day instruction was provided, and in many cases, in their eagerness to learn, the same young men joined both the day and evening classes. This desire to acquire a trade on the part of well-educated young men is not merely a local one. Young men come to the New York Trade Schools each year from all parts of the Union and from Canada. Young men from Maine and California, from Nova Scotia and Florida, meet in the trade-school workshops.

The multiplication of trade schools will give our young countrymen the opportunity to become skilled workmen now denied them in many trades by the unions, and the thoroughness of trade-school instruction will make American mechanics the best in the world. Bringing well-educated young men into the trades, as trade schools will do, means the elevation of labor. It means that a portion at least of the gulf that separates those who work with their brains from those who work with their hands will be bridged over. A calling is judged by the education of those who follow it. The clerk earning perhaps five dollars a week is shown into the rich man's drawing room, while the mechanic who receives four dollars per day is left standing in the hall. Coarse hands and soiled clothing are not inseparable

from a mechanic's work ; the athlete often does rougher, the sportsman and surgeon less tidy work.

A man whose name is honored throughout this country, an overseer of Harvard College, looking at a photographic group of graduates of the New York Trade Schools, remarked that it would be difficult to distinguish the young mechanics from a group of Harvard students. The fact that such young men wish to be mechanics, and that this desire exists all over the United States, would seem to prove that young Americans are not disqualified by education from working with their hands.

RICHARD T. AUCHMUTY.